

IMPROVING STUDENTS SPEAKING SKILLS THROUGH ROLE PLAY TECHNIQUE

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Abstract

Language is our means of communicating from head to head. We cannot interact with other people around us if we do not master any language. Language can also bring us to travel the world easily. We can even understand or study other countries' cultures by language.

Moreover, Penny (1996:131) argues that role play refers to all short activities where learners imagine themselves in a situation outside the classroom. Thus, role play is expected to help some nervous students be active and enjoy their role acting in speaking English.

Therefore, based on those, the writer would like to research "Improving Students' Speaking Skill through Role Play Technique at XI Grade Senior High School of Kadur.

Before the implementation of Role Play, the situation of learning English was monotonous. Students feel bored in class and the teacher provides few opportunities for activities to get them to speak up. Thus, with this action, learning English needs to be considered to improve students' communication skills. After implementing Role Play, students are more active in using the target language to communicate. What students learn is not only the rules of grammar but also the expression or use of language and words needed in communication. English class activities become interesting and fun after the action is done. The number of various activities make the learning process not boring anymore. These communicative activities are effectively used in every activity.

Keywords: Speaking Skill, Role Play Technique

INTRODUCTION

Language is our means of communicating from head to head. We cannot interact with other people around us if we do not master any language. Language can also bring us to travel the world easily. We can even understand or study other countries' cultures by language. By those, we need to master international language even one especially English. English is being learned by a group of countries around the world. English nowadays is very necessary. Therefore, English education - speaking, listening, reading, and writing- must be given from elementary to university throughout Indonesia.

Speaking in English is a basic person's skill to convey orally his desires and thoughts to anyone. However, speaking skills are difficult to develop if they are not trained continuously. Speaking takes place everywhere and becomes part of our daily activities. According to Richard, speaking is a priority for students in English learning (Jack C. Richard, 2008:19). Moreover, speaking is a language skill that should be seriously mastered by learners in their schools. This is reasonable because they will certainly be able to appropriately express their ideas, share information, and maintain social relationships when communicating with others if they master speaking skills.

Efforts to facilitate one's ability in speaking skills for a student can be done by interacting with other students and teachers in the classroom. In addition to improving speaking skills, this effort can also increase vocabulary mastery, improve and deepen language structure, perfect vocabulary utterances, deepen skills in composing English sentences, and train hearing so that it is easy to get messages from other people. So, it means that effective speaking also involves a good deal of listening.

There are two factors that may increase members speaking skills; those are internal and external factors. Internal factors come from the students, such as motivation, confidence as well as knowledge background. External factors come from the teacher, such as method and environment.

The use of learning methods used by teachers is one of the things that is currently being highlighted in education in delivering material during learning because the teacher's demands are to make students understand and master the material. Besides, a teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly by the subject matter to be taught and partly by the nature of the learner. Theme-related texts can be used to trigger conversation, either in open class or in groups (Scott. Thornbury, 2005:106).

One of the methods which can be easily used by teachers in improving students' speaking skills is giving Role Play as a form of English learning activity in the classroom. According to Elizabeth F. Barkley (2005:150), Role Play is a created situation where students act out or assume characters in order to accomplish learning goals.

Role play is important in learning to speak because it gives students a chance to practice in different social contexts and social roles. Therefore, the learning speaking approach is very appropriate to support that problem because this approach is learner-centered and emphasizes speaking in real-life situations (Endang Fauziati, 2009:143).

According to Miftahul A'la (2011:49), the role-play method is a way of mastering lesson materials through the development of imagination and appreciation possessed by each student. The development of imagination and appreciation is carried out by students by playing roles as living or inanimate characters. This game is generally played by more than one person; it depends on what is being played.

Moreover, Penny (1996:131) argues that role play refers to all short activities where learners imagine themselves in a situation outside the classroom. Thus, role play is expected to help some nervous students be active and enjoy their role acting in speaking English.

METHODS

This study aims to determine the effectiveness of applying the role play technique in improving students' speaking skills and student responses in Class XI SMA Kadir. The design of this study uses classroom action research. The eleventh grade MA Miftahul Ulum Sumberjati Kadir Pamekasan were chosen because their speaking skill was low vocabulary. They also had difficulties in performing because they were low in self-confidence. They were afraid of making mistakes and for that reason, they became very silent and shy.

The subject of this research was the eleventh grade of MA Miftahul Ulum Sumberjati Kadir Pamekasan, Academic Year of 2021. The population was 94 students consisting of three classes. In this study, the researcher used purposive sampling in one class. Purposive sampling is a sampling technique in which the researcher relies on her own judgment when choosing members of the population to participate in the study. The sample in this research consisted of 27 students.

The procedure for collecting data in this action research can be described in each step as follows reconnaissance, planning, implementation, and observing and reflection. Based on the explanation above, it can be concluded that action research is a systematic way carried out by participants in a social situation (including education) that improves the practices in which those practices are carried out. Data was collected by researchers using qualitative and quantitative. Data in the form of qualitative methods was obtained from field notes. Researchers make notes about

activities during the teaching and learning process. In addition, observation is supported by taking photos and videos during the teaching and learning process and interviews after the teaching and learning process. Data in the form of quantitative methods was obtained from tests. The test is in the form of speaking. In this study, quantitative data were obtained from each cycle.

In collecting data, researchers used three instruments, namely reviewing observations and reviewing interviews. The criteria for success in this action research are as follows :

1. The average of the obtained scores is 75.00. This is the minimum standard of KKM (Minimum Completeness Criteria) at MA Miftahul Ulum Sumberjati Kadur Pamekasan
2. When the students are interested in learning speaking skills through role-play. It means there were improvements in speaking class through role play. Their data are obtained from the result of the cycle.

RESULTS

The results of the description of the implementation of role play in the teaching and learning process are as follows :

1. Reconnaissance

In this section, problems that occur in class XI MA Miftahul Ulum Sumberjati Kadur Pamekasan will be presented according to the level of urgency and priority, actions to solve, and the relationship between the field and the given action.

a. Identification of the Field Problems

Based on the discussion, they identified several problems found in the field. These field problems are presented in the table below.

Table 1. Field Problems Regarding the English Teaching and Learning Process

No.	Problems	Codes
1	Difficulty in pronunciation and vocabulary mastery	S
2	The influence of other students, such as laughing at their friends when showing their speaking skills, causing fear and embarrassment	S
3	Shame and passive to speak English because self-confidence and motivation are still low	S
4	Even though English as a subject is difficult and boring, because there are so many theories	S
5	Low skills in practicing speaking because they don't get the opportunity to practice speaking in class.	S
6	Feeling bored and not interested in English material	S
7	Most students sleep or often make teaching and learning time in class.	S
8	Most of the students want to dismiss earlier.	S
9	Most of the students cannot respond to spoken English and most of the students do not participate in speaking activities	S
10	Teachers do not allow basic competencies and competencies when they teach English in class	T
11	The teacher does not explain the expressions used in the language used based on material needs	T
12	The teacher does not ask students to practice spoken English.	T
13	The teacher does not encourage students to use dictionary.	T
14	The teacher let the students make or sleep.	T
15	The teacher allowed the students who want to dismiss earlier	T
16	The teacher rarely gives feedback to the students and rarely corrects the students who had incorrect pronunciation	T
17	The teacher often makes a joke	T

No.	Problems	Codes
18	The teaching-learning process focused on grammar explanation	T
19	The learning materials were monotonous	TQ
20	Speaking practice is rarely done in class	TQ
21	The teacher did not use material books to guide the lesson	MT
22	The teacher did not use teaching media such as video or audio	MD
23	The teaching facilities such as LCD not optimally used to support the teaching-learning process	F

Notes :

T : Teacher

TQ : Teaching Technique

S : Student

MT : Material

M : Media

F : Facility

b. Determining the Field Problems to be Solved

Problem-solving is expected to improve their speaking skills. The table below shows the problems to be solved based on the level of urgency and priority.

Table 2. Field Problems to be Solved on the Urgency Level and Feasibility

No.	Problems	Codes
1	Difficulty in pronunciation and vocabulary mastery	S
2	Shame and passive to speak English because self-confidence and motivation are still low	S
3	Low skills in practicing speaking because they don't get the opportunity to practice speaking in class.	S
4	Feeling bored and not interested in English material	S
5	Most of the students cannot respond to spoken English and most of the students do not participate in speaking activities	S
6	The teacher does not ask students to practice spoken English.	T
7	The learning materials were monotonous	TQ
8	Speaking practice is rarely done in class	TQ

c. Determining the Actions to Solve the Problems

The following table shows the problems, causes and actions associated with field problems.

Table 3. Action to Solve the Problems

No	Problems	Causes	Actions
1	Difficulty in pronunciation and vocabulary mastery	a. The teacher does not give examples of good pronunciation models to students. b. The teacher does not provide correction or feedback. c. Students have limited vocabulary. d. Types of words are not introduced by using interesting media	a. Provides a variety of speaking exercises. b. Introducing various words then providing an interesting pronunciation model and audio media related to the theme.
2	Shame and passive to	a. Students feel bored and not	Carry out play

No	Problems	Causes	Actions
	speaking English because self-confidence and motivation are still low	interested in the teaching and learning process. b. Students are afraid of making mistakes and being laughed at by other friends. c. Students have low self-confidence. d. Students have low vocabulary to express their ideas. e. The students have low motivation to learn English. f. Learning materials are activity and monotonous	activities with different themes and different situations in each language used.
	Low skills in practicing speaking because they don't get the opportunity to practice speaking in class	a. Students get fewer opportunities to practice speaking skills in class. b. The teacher asks students to read the dialogue without being asked to practice it. c. The language used was not introduced at first	

2. The Result of the Pre-Test and Post Test

Their performance is assessed in two aspects, namely Fluency and pronunciation. Each aspect has its own indicators which will then be calculated as the average value obtained by students. After collecting pre-test data, the scores were processed using Microsoft Excel.

Table 4. The Mean Score of the Pre-Test

Aspect	Fluency	Pronunciation
Mean	67.85	66.07

The table above shows that the average score of the fluency aspect on the pre-test is 67.85. Then the average value of the pronunciation aspect in the pre-test was 66.07. Then the students were given a test at the third or last meeting of Cycle 1. Their performance in the role-play was used as a Post-Test. Both researchers and collaborators scored for their performance. Post-Test results are in the table below.

In addition, students were given Post-Test 2. At the end of cycle 2. Students were asked to make a role play about the physical appearance and character of each student. Performance during the role-play was assessed by researchers and collaborators.

Table 5. The Mean Score of the Post-Test

Aspect	Fluency	Pronunciation
Mean	77.85	81.07

The average fluency score on the post-test was higher than the average score of the students on the pre-test. There was an increase from 67.85 to 77.85. After that, the average score of pronunciation on the post-test was higher than the average score of the students on the pre-test. Where there is an increase from 66.07 to 81.07.

DISCUSSIONS

There are problems in the learning process. Students tend not to respond when the teacher gives an explanation. However, the students felt enthusiastic when the teacher played a joke. In addition, the researcher also conducted interviews with English teachers and several students. Students rarely use English in conversation. In addition, English teachers do not use teaching aids, such as video or audio, or handouts. Teachers do not use tools to support the teaching and learning process. Students also write down the teacher's explanations in their notebooks. This is supported by the following interview transcript. The transcript of the interview with the English teacher is described below.

Based on the interview, it is known that students lack confidence in expressing their expressions to speak in English. They are afraid to make mistakes in pronunciation and words when speaking. Therefore, most of them are ashamed to show their speaking skills in front of the class. In addition, the material provided by the teacher is not in accordance with the needs of students. Teachers have not used the basic competencies and competency standards of Class XI. Teachers did not use handouts to guide their lessons and pay little attention to interactive speaking assignments. The teacher also did not apply role play in teaching speaking skills. As a result, students become passive in the classroom. The following is a transcript of interviews with several students.

1. Cycle 1

This research was conducted in four steps, namely planning, action, observation, and reflection. An explanation of each step will be presented as follows :

a. Plan

The researcher interviewed the English teacher and representatives of five students before conducting the action research (Appendix 5). Based on interviews with English teachers, the main objective of learning English is communication. The students said that they need to have speaking practice to overcome their difficulties in learning English speaking skills. The students also explained their difficulties in learning English speaking skills and the activities that have been used in English extracurricular classes.

b. Action

The first meeting was held on Wednesday, September 15, 2021. The topic of this meeting was to introduce oneself to others. The researcher used a role teaching procedure that required students to decide on learning materials, choose situations and dialogues, teach dialogues for role playing, ask students to practice role playing, and adjust students to adapt situations and dialogues, develop and understand students understanding. The researcher started the lesson with a guessing game. The researcher reads the dialogue about introducing himself, the students must listen carefully. Then, students have to answer some questions related to the dialogue. Researchers choose students who answered questions randomly. The researcher gave a score for those who answered the questions correctly. The next activity is to explain the material about self introduction based on the hand out given. For more practice, researcher role play situations and guidelines for creating partner role play dialogues. In between studies, researchers and research collaborators go around to check their work and answer students questions about their difficulties in doing assignments.

The second meeting was held on Wednesday, September 22, 2021. The researcher started the lesson by asking one of the students to lead the prayer. Then the researcher reviewed the previous material and checked the students' readiness to do role play. Before performing, students are given the opportunity to practice with their partner. After completing the exercise, proceed with the performance. The researcher set the group's turn to come forward. After finishing the presentation, the researcher gave feedback on their performance.

c. Observation

Based on the observation checklist, there were two points that had been done well at the first meeting. The use of games in opening activities is very good to attract students' attention to start the lesson. This is useful because the researcher is able to use it as a probing question

and encourage the main material. Students are also eager to get the opportunity to answer questions. Another thing that has been done well is the use of jargon to attract students' attention when they are noisy and not paying attention to the researcher. Students answer the researcher's instructions when the researcher says that their instructions must pay attention to the researcher.

However, there were three points that did not go well in the first meeting. Students do not focus on learning because they are disturbed by their friends. The class situation was so crowded with 27 students in the class who were the sample of the study. When the researcher came to a group of students to answer their questions, the other students talked with their friends. Situations like that cause them to need more time to do role play dialogue with their friends.

In the second meeting, students were very noisy when their friends played roles in front of the class. It was very difficult for them to pay attention to their friends so the researcher had to remind them many times. This greatly affects students who are doing well because it interferes with their focus.

d. Reflection

Reflection also becomes the basis for the revision plan for the next cycle. The researcher reflected on the two meetings in the first action research cycle. This reflection the researcher did based on the field notes at each meeting (Appendix 4). Because the score of test 2 is different from the score of test 1, the researcher conducts a deeper reflection. The researcher found several points to reflect on. It is good to use the game as a pre-activity because students have more opportunities to speak and practice speaking in English.

2. Cycle 2

The explanation of each step in cycle two is presented as follows.

a. Plan

The researcher suggests several things that need to be improved and what has been done well in the first cycle after reflecting on the first cycle. The plan should help the researcher to find possible improvements for the next teaching process. Therefore, the researcher plans to use game or teaching media as additional media in teaching teaching using role play. Researchers also ensure that students are ready to appear in front of the class.

b. Action

This meeting was held on Wednesday, September 15, 2021. The theme of this meeting was to describe people in detail. Researchers show videos that depict people as opening activities. Students listen carefully to expressions to describe people in detail. The researcher asked questions about describing people based on the video and students answered them spontaneously. The researcher reviewed the description of people from the video and their expressions with the material on the power point slide.

The students asked questions when they had difficulties about how to describe their physical appearance and character. Then students do a role play dialogue activity with their groups, each group gets a piece of paper to draw the person they describe. Several groups that have finished drawing continue the role play dialogue activity about reporting missing persons in public places. Students also reveal the picture to give a clearer picture of the missing person. Students do the exercises until time runs out.

This meeting will be held on Wednesday, September 22, 2021. Learning begins with a prayer led by a student. Before playing the role, students asked for the opportunity to make preparations because they wanted to complete the picture and practice the dialogue. Then, the researcher asked the students to come forward voluntarily and they did quite well. After the performance, the researcher gave feedback about their performance, pronunciation, and tenses.

c. Observation

At the first meeting of this cycle, class activities discussed how to describe people both in terms of physical appearance and personal character. Observers said that students actively participated in class activities and followed the researcher's instructions well. However, researchers have to remind and guide them many times. Even though the students were following the class well, it was quite difficult to attract the attention of the students sitting in the back row. They kept talking loudly even the researcher reminded them to pay attention to the researcher.

Students do role play in the second meeting. Observers see that confident and fluent in the show. However, the students weren't really focused on the show. Researchers should remind them to listen to their friends who perform multiple times.

d. Reflection

The first is that the researcher must be able to handle a large class. It is quite difficult to make students reduce noise and pay attention to their friends who are presenting.

Next, students have the same situation for role play dialogue. Another point is that it is good to present the material using videos. This helps students to get into the topic and excited to guess about the material they are about to study. In the exercise, students draw the person described. Exercises using pictures really help students to know the physical character. The students also have more practice and that makes them more fluent and ready for presentations. The researcher also interviewed the English teacher after conducting the action research cycle.

The English teacher said that the learning process using role play was interesting because it had various teaching activities that made students enjoy the learning process. In addition, students are actively involved during learning using role playing activities. Suggestions for carrying out the activity should students be divided into larger groups because they will listen to the same topic if they work in pairs.

From interviews with students, researchers found that students enjoyed the learning process because it was fun and they learned while playing. The material is suitable for class XI students, easy to reach, and useful for everyday life. They also like to use role play activities in the learning process. The students said their speaking skills improved because they got more opportunities to practice speaking, gained more knowledge, and knew how to speak English without feeling embarrassed.

COCNLUSIONS AND SUGGESTIONS

Conclusions

1. Before the implementation of Role Play, the situation of learning English was monotonous. Students feel bored in class and the teacher provides few opportunities for activities to get them to speak up. Thus, with this action, learning English needs to be considered to improve students' communication skills. After implementing Role Play, students are more active in using the target language to communicate. What students learn is not only the rules of grammar, but also the expression or use of language and words needed in communication. English class activities become interesting and fun after the action is done. The number of various activities that make the learning process not boring anymore. These communicative activities are effectively used in every activity.
2. It was found that the application of role play activities could improve students' speaking skills. In addition, students are interested and actively involved in the teaching and learning process. This means that teachers can apply role play as one of the speaking activities because role play provides several benefits. First, by applying role play as a speaking activity, students' speaking

skills increase. This is indicated by the improvement of students in several aspects, namely Fluently and pronunciation. Second, the use of role play can increase students' involvement and motivation in learning to speak. Therefore, students become active in teaching and learning activities.

3. Before the action, students are usually silent and passive when the teacher explains the rules in front of the class. In addition, students are also less confident to speak in English. Due to monotonous class activities, students get bored easily so they are used to sleeping, doing irrelevant work and also wanting to go home early. By applying role play, most of the students speak with confidence and their pronunciation is better. They also master a lot of tourism vocabulary from the dialogues. They are very enthusiastic about doing activities and have a high participation in every activity.

Suggestions

1. Teachers can apply learning with role play techniques, so as to improve students' speaking skills. Because role playing requires a lot of preparation, language teachers are advised to play with the material and find situations to attract students' interest and interaction in the teaching and learning process of speaking.
2. For students, it is hoped that they can be more active in learning to speak English so that they can improve their speaking skills. In addition, students must also have self-confidence and eliminate fear to express their abilities

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